ASSESSING IMPACT OF TALENT MANAGEMENT ON ORGANISATIONAL PERFORMANCE OF PRIVATE UNIVERSITIES IN UTTAR PRADESH

Synopsis

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"Talent management is the process of ensuring that the organisation has the talented people it needs to attain its business goals".

(Armstrong, 2014)

1. Introduction

An organisation achieves its business goals through talented people. Talent management is the process of improving organizations' productivity and works efficiency through modified processes to acquire, develop, and retain a competent workforce. Talent management is a professional term that became popular in the late 1990s. A study conducted by McKinsey & Company in 1997 coined talent management and was then titled in the book 'The War for Talent' (Michaels et al., 2001). Implementation of talent management in universities guides the development of the nation's human capital. Londhe (2016) proposes that the talent management system is a medium for an organisation to attract and retain the right skills in the right jobs at the right time. Rao (2017) noted that in order to enhance and maintain the quality of higher education, universities need to focus on faculty development and retention by implementing effective talent management practices. Universities need to develop new strategies and models to maintain and empower their human capital, maintaining competitiveness and meeting global standards.

1.1 Evolution of Talent Management

At the beginning of the twentieth century, Talent was assessed in music, science, and, sport. During the 1970s and 1980s the business function "The Personnel Department" came into existence which was responsible for people. The role of the personnel department was to hire people, pay them, and provide the necessary benefits.

Rana (2017) tracked the evolution of Talent management between the 1980s and 1990s, Organisations realized that the function of human resources became more important and the concepts of Strategic Human Resources emerged. McKinsey's proclamation of the 'war for talent' emerged in talent management in the year 2000 (Michaels et al., 2001). Organisations have prioritized talent management as their strategic agenda in the twenty-first century.

1.2 Definition and Approaches of Talent Management

Talent management is a set of typical personal processes, functions, and activities. Talent management is mostly associated with typical human resource management practices and activities.

Talent management was introduced by McKinsey & Company (1997). In simpler language, Talent Management is all about being right. right person, right place, and the right time (Sloan et al.,2003). Talent Management means meeting the needs of the organisation through an efficient and effective supply of talented workforce as and when needed (Pascal, 2004). Several authors and researchers have defined talent management as inclusive and exclusive, Inclusive approaches suggest that talent management should apply to all workers. All employees of an organisation are seen as having strengths that can potentially create added value for the organisation. Exclusive approaches, by contrast, see a subset of employees as creating disproportionate value (Gallardo et al., 2013).

1.3 The Four Perspectives on Talent Management

Iles et al. (2010) explained the four-quadrant talent management model. The model combined two dimensions of talent management namely inclusive versus exclusive and talented individuals versus key positions. The exclusive-people perspective focuses on high-performing individuals whose contribution differentiates organisational performance, and as such not everyone is considered as talented in the organisation (Iles et al., 2010). The inclusive-people perspective considers that everyone in the organisation has talent, and talent management is there to assist every individual employee to reach their full potential (Ashton & Morton, 2005). The inclusive-position perspective advances the notion that talent is a form of human capital whose performance is linked to organisation-specific factors which include systems, process, internal network, leadership (Iles et al., 2010). Huselid et al. (2005) promoted the exclusive-positions perspective and argued that the organisation must first identify the critical strategic positions that differentiate the organisational performance and then resource them with the right talent.

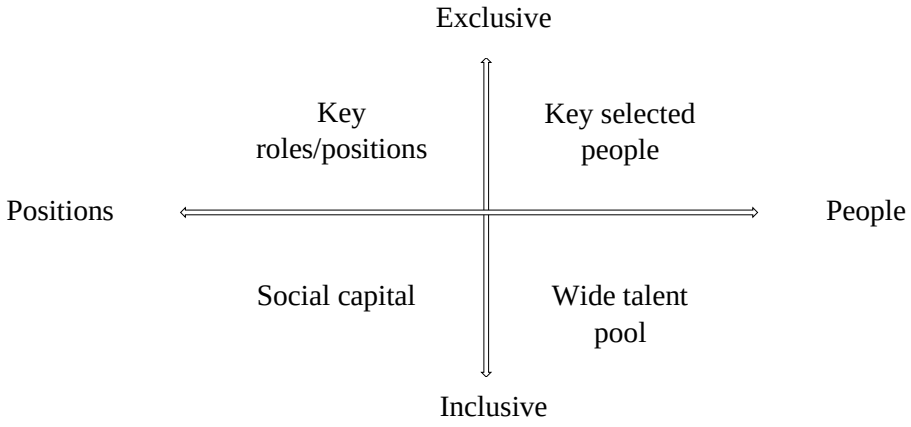

Figure 1: Talent management approaches. Source: Iles et al. (2010).

1.4 Talent Management wheel

The talent management wheel refers to six talent management practices.

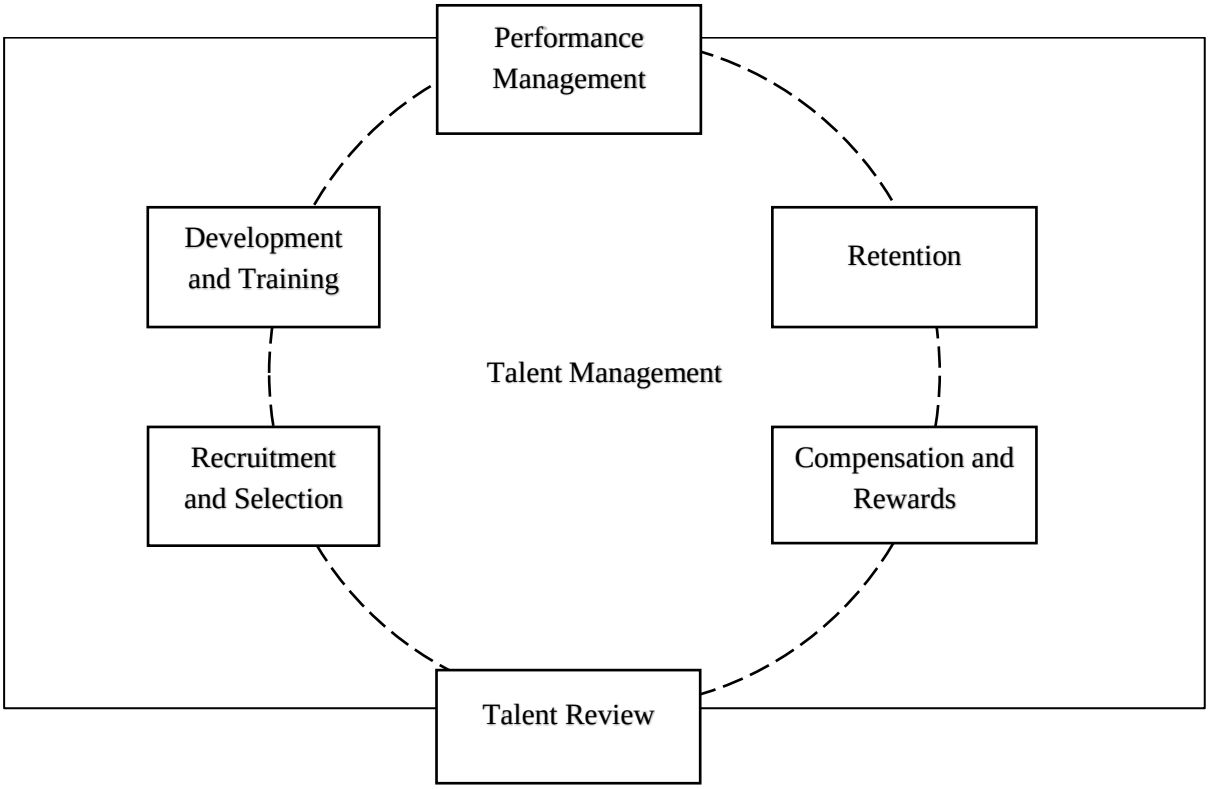

Figure 2: Talent Management wheel (Source: MIT Sloan management review 2012)

2. Overview of Higher Education Sector in India

"Higher education is confronting challenges, like the economy is, about the need for a higher number of more adequately trained, more highly educated citizenry".

(Margaret Spellings)

Higher education develops human resources as well as socioeconomic status. Human resources management identifies talented people and puts them in the right places. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th amendment to the Government of India (Allocation of Business) Rules, 1961. Currently, the MHRD works through two departments:

1. Department of School Education & Literacy

2. Department of Higher Education

While the Department of School Education and Literacy is responsible for the development of school

education and literacy in the country, the Department of Higher Education takes care of what is one of the largest Higher Education systems of the world, after the United States and China.

The higher education system in India includes private and public universities. Public universities are supported by the Government of India and the state governments, while private universities are supported by various bodies and societies. Universities are recognized by the University Grants Commission (UGC), which draws its power from the University Grants Commission Act, 1956. In addition, 16 Professional Councils are established, controlling different aspects of accreditation and coordination. The types of universities controlled by the UGC include Central universities, State universities, Deemed Universities, and Private universities.

In addition to the above universities, other institutions are granted permission to autonomously award degrees, and while not called "university" by name, they act as such. They usually fall under the administrative control of the Department of Higher Education. In official documents, they are called "autonomous bodies", "university-level institutions" or even simply "other central institutions".

University Grants Commission Act says that only universities set up by Parliament or a state legislature, and those declared deemed universities by the government, can award degrees.

2.1 Universities Classification

Indian higher education sector classified universities into four types depending on the manner in which they were set up.

Central Universities, or Union universities, are established by an Act of Parliament and are under the purview of the Department of Higher Education in the Union Human Resource development ministry as of 22 November 2021, the list of central universities published by the UGC includes 54 central universities.

State Universities are run by the state government of each of the states and territories of India and are usually established by a local legislative assembly act. As of 22 November 2021, the UGC lists 442 state universities. The oldest establishment date listed by the UGC is 1857, shared by the University of Mumbai, the University of Madras and the University of Calcutta. Most State Universities are affiliating universities in that they administer a large number of affiliated colleges (many located in very small towns) that typically offer a range of undergraduate courses, but may also offer post-graduate courses.

More established colleges may even offer Ph.D. programs in some departments with the approval of the affiliating university.

Deemed to be University is a status of autonomy granted by the Department of Higher Education on the advice of the UGC, under Section 3 of the UGC Act. As of 22 November 2021, the UGC lists 126 deemed universities. According to this list, the first institute to be granted deemed university status was the Indian Institute of Science, which was granted this status on 12 May 1958. In many cases, the same listing by the UGC covers several institutes. For example, the listing for Homi Bhabha National Institute covers the Institute of Mathematical Sciences, the Indira Gandhi Centre for Atomic Research, and other institutes.

Private Universities are approved by the UGC. They can grant degrees but they are not allowed to have off-campus affiliated colleges. As of 22 November 2021, the UGC lists 397 private universities.

Table 1: Total Number of Universities in India (as of 22.11.2021)

Universities	Total Number
State Universities	442
Deemed to be Universities	126
Central Universities	54
Private Universities	397
Total	1019

Source: https://www.ugc.ac.in

According to prestigious world level universities rankings THE (Times Higher Education) from U.K. (London) India has a record 71 institutions among the best universities in the world, according to the Times Higher Education (THE) World University Rankings 2022.

Three Indian educational institutes have made it to the list of the best 400 universities across the world. Indian tally is led by the Indian Institute of Science Bangalore - a consistent first among Indian institutes. Globally, the University of Oxford tops the ranking for the sixth consecutive year.

2.2 Selection of Universities for the Study

The sample selection for the present study is based on the National Institutional Ranking Framework (NIRF), Webometrics Ranking of World Universities, and grading by the National Assessment and Accreditation Council (NAAC). Amity University, Noida has 14th rank in the country,994th in the world as per Webometrics, and at 25th position for university category as per the NIRF ranking 2021.

Amity University, Noida has been accredited by NAAC with an 'A+' Grade in 2018. GLA, Mathura has 140th rank in the country and 3040th in the world rank as per Webometrics and at 59th position for the Pharmacy category as per the NIRF ranking 2021. GLA has been accredited by NAAC with an 'A' Grade in 2021.

Sharda University, Greater Noida has 110th rank in the country, 2643rd in the world as per Webometrics, and at 179th position for the Engineering category as per the NIRF ranking 2021. Sharda University has been accredited by NAAC with a 'B' Grade in 2021. These three universities are selected to conduct the proposed study from Uttar Pradesh.

Table 2: Ranking and Grading of Universities in 2021

University	Webometrics Ranking of World Universities		NIRF		NAAC
	Country	World	Rank	Category	Grade
Amity University	14	994	25	University	A+
GLA University	140	3040	59	Pharmacy	A
Sharda University	110	2643	179	Engineering	B

Sources: https://www.nirfindia.org, http://www.naac.gov.in, https://www.webometrics.info

2.2.1 Amity University, Noida.

Amity University, Noida (also known as Amity University Uttar Pradesh) is a private research university located in Noida, India. Amity University was established in 2005 by an Act of the State Legislature of Uttar Pradesh. Amity University is recognized by University Grants Commission and accredited by the NAAC with a grade of 'A+'. Amity University offers programs on campus and through distance mode, in a number of fields of study at undergraduate, postgraduate, and doctoral levels. Amity University has campuses in India and overseas branch campuses in London, Dubai, Singapore, and New York.

2.2.2 GLA University, Mathura.

GLA University is a privately recognized university approved by the AICTE, located in Mathura, Uttar Pradesh. GLA University, Mathura is recognized by the University Grants Commission (UGC), NCTE, and Pharmacy Council of India. GLA has been accredited by the National Assessment and Accreditation Council (NAAC) with an 'A' Grade. GLA University was started with the establishment of GLA Institute of Technology & Management offering B. Tech and MCA programs, in the year 1998 by the current Chancellor Mr. Narayan Das Agrawal. In the year 1999, the MBA program was introduced with

60 seats. It was in 2006 when the GLA group of institutions came into existence with the establishment of three new institutions, namely GLA Institute of Management, GLA Institute of Professional Studies, and GLA Institute of Pharmaceutical Research. New courses like BBA, BCA, B.Sc. Biotech, B. Pharma were introduced under these institutions. The GLA University, Mathura is managed by the GLA Group of Institutions that later, in 2010, grew to become the GLA University through the U.P. State Legislative Act of 2009 (UP Act 21 of 2010) The Institutes under the university are:

1. Engineering & Technology
2. Business Management
3. Pharmaceutical Research
4. Applied Sciences & Humanities
5. Legal Studies and Research
6. University Polytechnic
7. Faculty of Education
8. Centre for Distance and Online Education

2.2.3 Sharda University, Greater Noida.

Sharda University is a private university in Greater Noida, Uttar Pradesh, established through an act of State Legislature of Uttar Pradesh (14 of 2009). University offers different courses at the undergraduate and postgraduate levels. University is registered under Section 2(f) of UGC Act 1956 by University Grants Commission and has been accredited by NAAC. Sharda University was established in 2009. Mr. Pradeep Kumar Gupta is Chancellor, Mr. Yatendra Kumar Gupta is Pro-Chancellor and Dr. Sibaram Khara is Vice-Chancellor of Sharda University. Sharda University has fourteen schools pertaining to various courses including undergraduate, postgraduate, doctorate levels, etc.

1. School of Engineering and Technology
2. School of Business Studies
3. School of Architecture & Planning
4. School of Media, Film, and Entertainment
5. School of Law
6. School of Humanities & Social Sciences

7. School of Dental Sciences

8. School of Allied Health Sciences

9. School of Medical Sciences & Research

10. School of Basic Sciences & Research

11. School of Nursing Sciences & Research

12. School of Pharmacy

13. School of Education

14. School of Agricultural Sciences

3 Literature Review

This part contains a brief summary of the literature on the topic. The peer-reviewed articles were reviewed on the basis of research methodology from Webster and Watson (2002). The systematic review of select research articles is divided into paper contents and synthesized literature. The paper contents are further classified into talent management and organisational performance. The methodological approach is classified into descriptive, exploratory, and empirical approaches.

3.1 Talent

The word talent is derived from the Latin word talentum , The Latin word, in turn, is derived from the Greek word talanton, which means balance, weight, the sum of money (Hoad, 1996). Talent is the summation of a person's abilities which include intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and ability to learn.

3.2 Importance of Talent Management

In the twenty-first century, talent management has become more important and has attracted the attention of major universities.Mohamed et al. (2018) emphasized that talent is the primary source of competitive advantage for universities. Talent benefits in increasing the rankings and profits of universities.

3.3 Approaches of Talent Management

Talent management has become a major human capital theme of the early twenty-first century. Roy and Devi (2017) explained the difference between inclusive and exclusive approaches to talent management. Inclusive approaches present that talent exists widely within the organisation and that all organisational

employees are involved in the process of talent management. All organisational employees have an equal opportunity to display talent. The inclusive approach encompasses all employees of an organisation and believes that all employees have strengths and add value to the organisation.

In contrast, exclusive approaches view a subset of employees or jobs as being of disproportionate value (Gallardo et al., 2013).

3.4 Outcomes of Talent Management

Hafeez et al. (2017) explored the global context of talent management and indicated that

talent management would present a challenge to organisations around the world. In the 1990s, Talent management has become a popular term since research by the McKinsey Group, in which employees were accepted as unique assets, and the term "war for talent" was developed.

3.5 Talent Management and Organisational Performance

Edwards (2008) pointed out that a talent management approach should be adopted to meet the needs of universities. The performance of the organisation depends upon the evaluation of the achievement of the goals and objectives of the organisation. Divekar and Raman (2020) found that an organisation should practice talent management in its organisational strategy. Shah et al. (2021) highlighted that performance can be determined by comparing the actual results with the intended results. Mabaso (2016) argued for a fair reward system that encourages poor performers to improve.

3.6 Human Resources Management and Talent Management

Human resource management is the recruitment, selection, development, utilisation, compensation, and movement of human resources by the organisation (Wendell, 1986).

Talent management refers to the process of developing and integrating new workers, developing and retaining existing workers, and attracting highly skilled workers to work for an organisation. Agarwal (2000) proposed that talent management is a core business process and like any other business process, it also takes inputs to generate output. University employees are the major input in the teaching process.

3.7 Talent Management in Higher Education

Universities need to focus on human capital which includes academic, administrative, and technical staff (Baporikar & Smith, 2019). Organisations are now prioritizing talent management among Human resource departments.

Implementation of talent management in higher education will determine the administrative leaders of the future.

3.8 University Performance

Due to the rise of the knowledge economy in the world, there is a constant emphasis on raising the standards of operation of universities. Touama (2014) defined university performance as an administrative process in which talented people invest their intelligence for continuous improvement. Talent management is an important factor in determining university performance. Abubakar et al. (2018) emphasized that universities should provide high-quality education to their students.

The Times Higher Education World University Rankings (2020–21) has calibrated a five-pillar performance indicator on the basis of which the list of top-performing universities of the world has been issued. These five indicators include teaching, research, citations and publications, national and international collaborations, and industry relations. As per this framework, the first three pillars of 'Teaching', 'Research' and 'Citations' can be covered under organisation performance while 'national and international collaborations and 'Industry relations' can be taken as a proxy to relational performance.

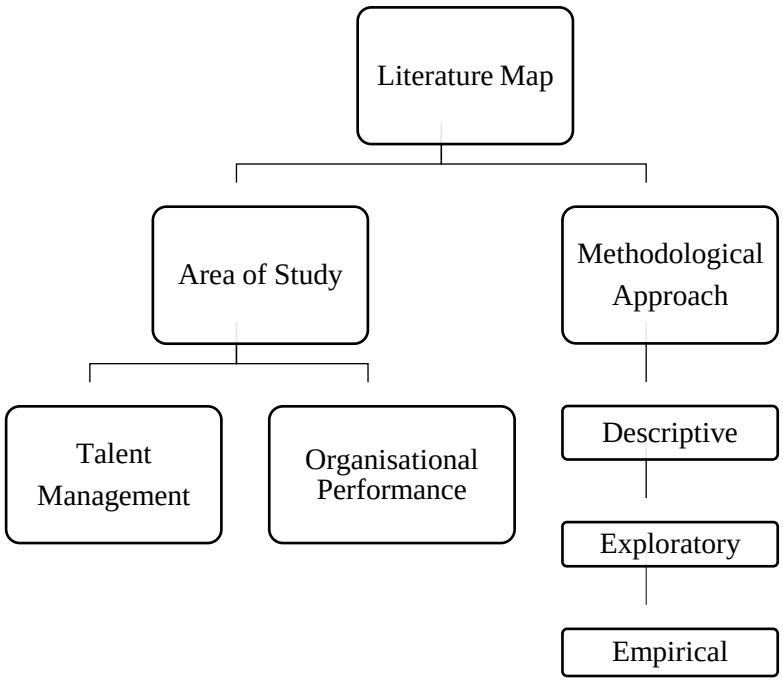

Figure 3: Snapshot of Literature Review (Source: Author's Compilation)

A systematic review of selected research articles revealed that the main objectives of talent management are to attract, develop, motivate and retain talent that meets the needs of human capital and to bridge the demand-supply gap.

4 Definitions of Variables of The Proposed Research Study

4.1 Independent Variable

The independent variables proposed to be taken up in this study are talent attraction, talent development, and talent retention. These are as follows-

4.1.1 Talent Attraction

Talent attraction is an ongoing possibility for most organizations. The organisation has excelled by recruiting and selecting talented individuals. Recruitment attracts a talented pool of applicants and selection confirms that the right person has been selected for the right job.

4.1.2 Talent Development

Talent development is the process of building the knowledge, skills, and attitudes of the employees. Khakwani et al. (2012) described the importance of coaching to enhance the performance of employees. The success of the organisation depends upon the learning and development of talented employees. Continuous learning enhances the performance of the organisation in a competitive global environment**.**

4.1.3 Talent Retention

An organisation is only as good as its people, as the saying goes. Talent retention is the process of retaining talented employees with the organisation for a long period of time. Effective talent onboarding programs increase the productivity of the organisation along with a high level of retention.

4.2 Moderator (Demographic Variables)

4.2.1 Education

It is generally accepted that people with different levels of education have different abilities and qualities. People with higher educational backgrounds have higher learning and working abilities and are more likely to develop outstanding talents. Organisations mostly select highly educated people to reduce the training cost. Continuing studies while working increases the demand for promotion. Highly educated employees are in high demand for promotion. Therefore, organisations promote talented employees.

4.2.2 Age, Gender, Tenure, Education

Age and length of service can be considered as a measure of work experience and talent in organisations. Experienced and talented employees generate profit for the organisation and hence get promoted.

Gender is considered a reference factor for promotion in many organisations, and previous studies show that although there is no gender difference in pay for promotion in many jobs. Women are less likely to be promoted than men. Since women do more housework, they passively reduce their efforts to work in the organisation. In this way, their productivity decreases, and shows a lower performance output than men, reducing their chances of promotion.

Other variables are education and tenure which greatly affect as individuals with higher experience in the organisation do not require much organisational support as they are able to handle every situation. The new employee needs high organisational support to achieve competitive goals. Talented people easily balance performance, according to previous studies.

The concept of value is proposed as a subjective notion, which selectively stands for analysing the relationship between talent management versus demographic variables such as age, gender, tenure, and education of employees to find out the variation in the mean value of talent management in selected universities of India. The value will be analysed

by comparing each demographic variable with that of talent management.

4.3 Dependent Variable

4.3.1 Organisational Performance

Organisational performance is the actual output or results of an organisation when measured against its intended outputs, goals, and objectives. Organisational performance indicates the capability or inefficiency of the organisation in terms of corporate image. Many organisations retain talented employees to manage the efficiency and effectiveness of the organisation. Almatroshi et al. (2016) identified key factors of organisational performance as employee performance and leadership potential. The main elements of organisational performance are:

(1) Efficiency

(2) Leadership

The Organisational performance in the proposed research will be measured in reference to the proposed

Conceptual Model, where researcher proposed the efficiency and leadership, as variables for measuring it, by examining the elements of effective leadership and the efficiency of employees. Furthermore, the review of literature on Organisational Performance and Talent Management revealed that it has most recently transcended in the academics and universities as well, Rohana and Abdullah (2017) found that leadership directly or indirectly affects organisational performance depending on the competencies of the leader. Leadership creates efficient individual employees who enhance the effectiveness of an organization and also Sharma (2019) found that talent management is appropriate in the sphere of academics as academics covers the entire civilization. Some of the select previous studies found that universities should also address the need of talent management in higher education for better performance in a global sense.

5.1 Need of the Study

Talent management is a top-down strategy that becomes an integral part of a healthy organisation at many levels. Talent management is the process of improving organisational productivity and works efficiency. Talent management ensures that the right person is there for the right job. Organisations assign job responsibilities to workers based on their education level, skills acquired, and experience. Talented people work efficiently to accomplish the goals of organisations (Shah et al.,2021).

Talent management has become relevant to higher education due to conditions such as increased competition among universities. Higher education needs to address the challenges of recruitment, retention, and leadership, as well as skill shortages. (Menon, 2015). There have not been a sufficient number of studies to examine the relationship of talent management with organisational performance elements such as efficiency, effectiveness, and productivity in Indian higher education. The present study will be a major contribution towards that.

Indian higher education system is the third-largest in the world but still some improvements are required. The Standing Committee on Human Resource Development submitted its report on 'Issues and challenges before higher education sector in India' on February 8, 2017. They reported various issues like the total number of sanctioned teaching posts in various Central Universities are 16,699 for professors, 4,731 for associate professors, and 9,585 for assistant professors. Out of the total sanctioned teaching posts, 5,925 (35%) professor posts, 2,183 (46%) associate professor posts, and 2,459 (26%)

assistant professor posts are vacant, another issue they stated that the Gross Enrolment Ratio for higher education in India is fairly low compared to other countries such as the UK and USA.

In India, the annual growth rate of the Gross Enrolment Ratio in higher education in the last few years has been around 2 percent. The National Education Policy 2020 aims to increase the Gross Enrolment Ratio in higher education to 50 percent by 2035. As of 2019-20, the Gross Enrolment Ratio in higher education in the country stood at 27.1 percent. The National Education Policy noted that the higher education ecosystem in the country is severely fragmented. The present complex nomenclature of higher education institutes in the country such as ‘deemed to be university, ‘affiliating university, ‘affiliating technical university', ‘unitary university’ shall be replaced simply by 'University'.

Present research shall aim to identify more effective and active talent management strategies in higher education. Previous measurement models indicated that recruitment costs decreased as the employee intended to stay for the job. Effective knowledge management and transfer, the creation of competitive advantage, improved customer retention, and maintenance of adequate staff capacity are important predictors of talent management. The importance of effective talent management practices for organisations in creating organisational growth by maximizing performance has been covered in earlier studies. (Rudhumbu, 2014; Menon, 2015).

Higher education has modified retention activities, processes, and the development of skills due to competition. Universities pay good salaries and emphasize job security to retain and engage talented people. The importance of these strategies and practices in universities has been clearly substantiated through previous studies. (Rudhumbu, 2014; Mohammed et al. 2018).

The focus of the proposed research is on universities addressing 'higher-education'. The primary step in the talent management process is to develop a plan for effective human resources. Policymakers in universities need to take cognizance of the fact that the implementation of talent management practices enhances the performance and organisational development of the university as a whole. In addition, it will help administrators and policymakers in universities understand how these demographic variables can influence talent management practices to gain a sustained competitive advantage in higher education. It is believed that if universities want to maintain their academics, they need to focus on developing skills, job security, workplace environment, and career benefits through investment in talent

management practices.

5.2 Problem Statement

After a comprehensive and detailed review of previous research studies, the researcher found that there have been inadequate studies to identify the competency levels of current employees and candidates. A study by Muhammed (2018), “Impact of Talent Management on Organizational Performance: A Study of Selected B-Schools in the Southern States" shows the impact of talent management on B-school performance in terms of job satisfaction and intent to stay on faculty in B-schools in southern states. In addition, primary data was collected from the southern region of India, therefore, broad generalization of the findings may not be valid for other states or countries due to differences in social and cultural factors in different parts of our country. So, it is needed to conduct the study in different states as well, especially states with low literacy rates. In addition, the study observed the maximum number of respondents lies in the age group of 25 to 34 years and the respondent's work experience is in the group of 2-4 years. Therefore, it cannot be generalized to all ages and higher experience respondents, hence the age ratio and work experience should be increased as it affects different age groups for talent management practices according to their skill level and experience. In addition, the study only covered talent management in B-schools and provides insight into specific talent management practices affecting faculty members in B-schools.

The researcher found gaps in the literature that can be addressed through the results and findings of this research that will be carried by the researcher about the impact of talent management on organisational performance. Research is needed as there have been many studies on talent management by various disciplines but organisational performance and talent management in universities still require valuable attention of the researcher. In the Indian context, there are some related studies in talent management but there is still a gap in the interpretation of the relationship between performance and talent management.

To meet the global challenges of higher education, universities need to identify and select an appropriate approach to talent management. Universities must apply an exclusive approach when talents exist or be inclusive when potential talent can be developed.

Researcher will suggest some of the factors of talent attraction, talent development and talent retention

based on talent management to get the right people at the right place at right time. Private universities have been selected by the researcher to pursue research. In the Indian context, universities emphasized the continued enhancement of operating standards of institutions and knowledge-based industries. In summary, the proposed study shall focus on the relationship among talent attraction, talent development, and talent retention and examine the extent to which employee organisation's tenure, age, gender, and education moderates the application of talent management practices to organisational performance. Talent management is essential for competitive advantage in Universities.

The research gaps raise these research questions, which will be answered through this research:

1. How do talent management practices create individual and Organisational growth among the selected universities of India?

2. What is the impact of an inclusive and exclusive approach to talent management in selected universities of India?

3. How do selected universities of India attract and retain Talents?

4. How will talent management develop competitive activities in selected universities of India?

5.3 Objectives

The objectives of the present study are:

1. To explore talent management practices in general and particularly in selected universities of India.

2. To assess the impact of talent management practices such as talent attraction, development, and retention on Organisational performance in selected universities of India.

3. To analyse the variation in the value of talent management in selected universities of India across various demographic variables.

4. To propose a competitive framework for emerging trends in talent management and its application to Higher education.

5.4 Conceptual Framework and Research Methodology

The conceptual framework represents independent variables of talent management, and a dependent variable that is organisational performance and suggested that talent management in a university influences organisational performance and demographic variables (Age, Gender, Tenure and Education) will be used as moderators.

The model will examine the impact of talent management practices and demographics on organisational performances of academic staff in Indian Universities.

The objectives and hypotheses of the study are based on the conceptual framework. In this proposed research, the researcher will carry out the research on the basis of the framework as shown in Figure 4.

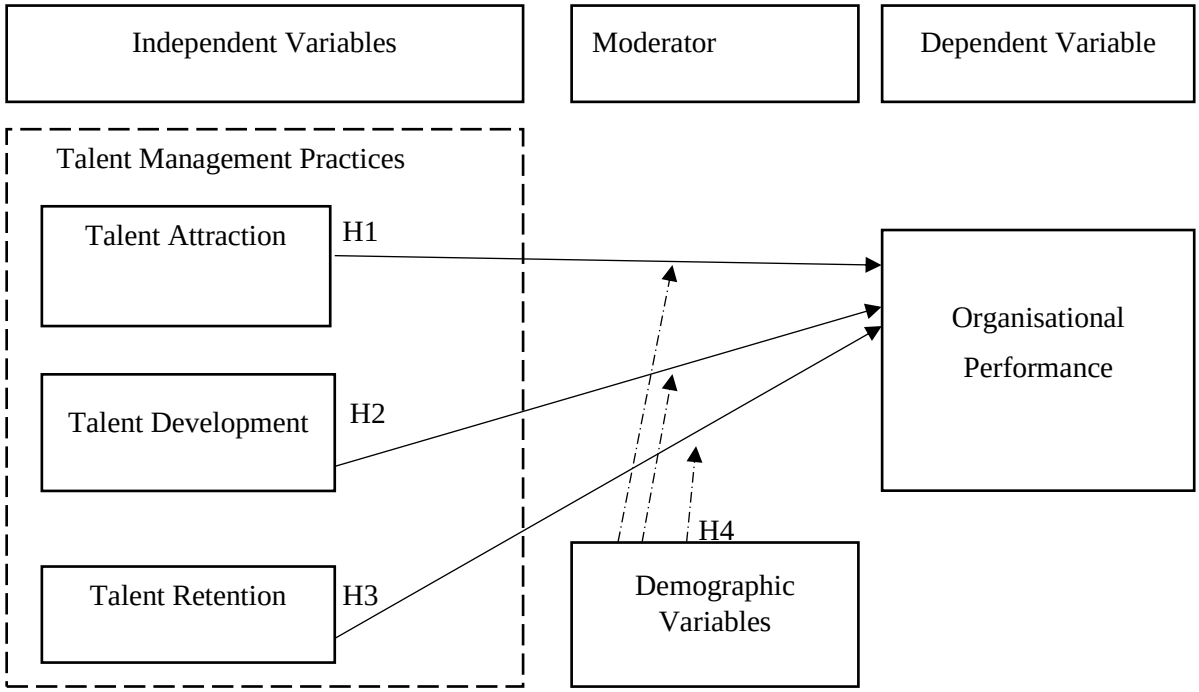

Figure 4: Conceptual Framework (Source: Author's Compilation)

5.4.1 Hypotheses Development

The study will be carried out in order to test the following hypotheses. The hypotheses for the study are formulated on the basis of previous studies and relevant literature as well as research questions.

5.4.1.1 Talent Attraction and Organisational Performance

Recruitment and Selection is the initial stage of talent management. Armstrong (2014) suggested that organisation should use various techniques and methods to recruit and select the right talent. Talent pools are very crucial to gain and sustain organisational performance. (Rabbi et al. 2015).

Talent attraction is a specified method of attracting and selecting a competent pool of candidates who help in achieving the goals and objectives of the organisation. Therefore, it is hypothesized that:

H1: There is a significant relationship between talent attraction and organisational performance.

5.4.1.2 Talent Development and Organisational Performance

Learning and development motivate employees which in turn boosts the productivity and performance of the organisation. In addition, it is also proposed that the organisation gets success through employee development.

Coaching and mentoring resulted in effective learning and development practices that improve employee performance. Better performing employees are more likely to repay the organisation because they are more motivated towards organisational responsibilities and productivity. (Muhammad 2012). Therefore, it is hypothesized that:

H2: There is a significant relationship between talent development and organisational performance.

5.4.1.3 Talent Retention and Organisational Performance

Previous researches suggest that highly talented employees make positive contributions to improve organisational productivity. (Mohammed, 2015). Additionally, (Mohammed, 2015) identified a significant relationship between talent management and employee retention. Employee retention is possible with attractive compensation packages and maintaining psychological contracts with people. (Savarimuthu & Jothi,2018). Therefore, it is hypothesized that:

H3: There is a significant relationship between talent retention and organisational performance.

5.4.1.4 Moderating effects of Demographics on the relationship between Talent Management Practices and Organisational Performance

Previous research has shown that gender affects the performance of employees (Kalia & Bhardwaj, 2019). O'Connor (2020) argued that research is converging on the opinion that men are more likely than women to seek promotion in higher education. Younus and Bari (2020) noted age interacted with technology in such a way that Generation Y showed higher talent than other generations. However, others found insignificant gender differences with respect to organisational performance (Ogunleye & Osekita,2016). Therefore, further research is needed to examine the effects of age and gender on talent management practices to look at the total impact of these variables with all independent variables and to further characterize the impact on organisational performance. Previous studies have shown the relationship between talent management and organisational performance is moderated by organisation

tenure, such as universities mentoring junior faculty to increase tenure. Therefore, it is hypothesized that:

H4a: There is a significant moderating effect of demographic variables on the relationship between talent attraction and organisational performance.

H4b: There is a significant moderating effect of demographic variables on the relationship between talent development and organisational performance.

H4c: There is a significant moderating effect of demographic variables on the relationship between talent retention and organisational performance.

5.4.2 Research Methodology

This research work shall be an exploratory study based on a survey technique. In order to make the study more reliable, data from both primary and secondary sources will be collected. The primary data will be collected from the selected study sample, using the appropriate sampling techniques followed by the analysis of the results through the use of appropriate statistical tools to draw logical inferences and valid conclusions of the research.

5.4.3 Sources of Data Collection

5.4.3.1 Primary Data

The tool for the purpose of primary data collection will be Questionnaires. A Structured Questionnaire will be administered in order to collect data from the respondents. The Questionnaire will be distributed to the employees of the selected universities of India.

5.4.3.2 Secondary Data

Data will be collected through various magazines, newspapers, the internet, and libraries. The already available research related to the fields of talent management and organisational performance will be used to design the questionnaires for primary data collection.

5.4.4 Scope of the Study

In order to collect data, the sample shall be drawn from Amity University Noida, GLA University, Mathura, and Sharda University, Greater Noida. All three universities are selected from the state of Uttar Pradesh of India.

The reason for choosing this geographical area is the state of Uttar Pradesh (UP) in India has a rich history of education and learning. There are 79 universities in the state of Uttar Pradesh. Students from over the state and from across the country come to Uttar Pradesh to earn degrees from these colleges and universities. Uttar Pradesh comes at number one with the highest student enrolment followed by Maharashtra and Tamil Nadu. But still, there are many issues and challenges the Uttar Pradesh Higher Education is facing like the low quality of education in the state and dearth of jobs is reflected in UP's high unemployment which leads to high migration to other states for jobs. This brings in concerns that students are getting degrees, but not getting employable hands-on skills. The quality of students can at least partly be the reflection of the performance of a teacher. Thus, after keeping in mind the deteriorated quality of qualified graduates in India, it is probable that the performance of teaching staff in universities is below par. To improve the quality of education UP's Deputy Chief Minister Dinesh Sharma said "To ensure quality education in the state, a vision document is being prepared and work has started on a four-point programme; 'sukhiman shikshak' (happy teachers), 'tanaav-mukt vidyarthi' (tension-free students), 'gunvatta-parak shiksha' (quality education) and 'nakal-viheen pariksha' (cheating-free examination)". So due to this Uttar Pradesh region is chosen and in order to collect data, a sample shall be drawn from Amity University Noida, GLA Mathura, and Sharda University, Greater Noida.

5.4.5 Sampling Technique

A good sample is the true representative of the population. For the purpose of this study, Judgmental Sampling Method and Snowball Sampling Method will be used to draw representative samples from the population for the study.

5.4.6 Statistical Tools

To test the proposed relationship, data will be analysed using statistical tools like correlation analysis, reliability, and validity, ANOVA (analysis of variance), regression, etc.

5.4.7 Calculation of Sample Size

The population from which the sample is to be drawn is finite in nature. For calculation of the sample size of the finite population, first of all, the sample size is to be calculated without considering the finite population correction factor. To calculate the sample size without considering the finite population correction factor, the following formula is used:

$\mathbf{n = \sigma^2 . Z^2/D^2}$

Here,

n = Sample size without considering finite population correction factor

σ = Standard Deviation

Z = Standard normal distribution for 95% confidence level equivalent to 1.96 and,

D = Degree of precision desired

Table 3: Total number of Faculty members in selected Universities (as of 2021)

University	Total Faculty Members	Web Links
Amity University	2068	https://www.amity.edu
GLA University	604	https://www.gla.ac.in
Sharda University	1200	https://www.sharda.ac.in

Sources: Universities Websites

The total Population in Amity University, Noida is 2068 Faculty Members.

The total Population in GLA University, Mathura is 604 Faculty Members.

The total Population in Sharda University, Greater Noida is 1200 Faculty Members.

The total population size is 3872 faculty members from all three selected Universities.

To obtain a representative and realistic sample size, the results of sample size from 3 scenarios are compared:

Scenario 1- Estimating a low standard deviation and low degree of precision.

Scenario 2- Estimating a moderate standard deviation and a moderate degree of precision.

Scenario 3- Estimating a high standard deviation and a high degree of precision.

Table 4: Comparative Analysis Taking Different Values of σ and D.

	SD	**Z**	**D**	**n_0**
Scenario 1	0.5	1.96	0.5	3.84
Scenario 2	1	1.96	0.3	42.68
Scenario 3	1.5	1.96	0.1	864.36
Total				910.89
Average				**303.62**

Taking an average of all the three scenarios, considering taking different values of σ and D, sample size without considering finite population correction factor is computed to be 304.

As the population computed here is 304 The sample size is distributed among three universities in the proportion of their size, in total population. Since the population is finite so, finite population correction will be used.

$$n = \frac{n_0 N}{n_0 + N - 1}$$

Here;

N (Population Size) = 3872

n_0 (Sample Size) = 304

n = Adjusted Finite Sample Size

$$n = \frac{304*3872}{304+3871}$$

= 282

As we apply the figures in the above equation, the required adjusted finite sample size outputs to **282** which will be taken while undergoing the research.

5.4.8 Sample Frame

The sample units for the given study will comprise faculties from Amity University, Noida, GLA University, Mathura, and Sharda University Greater Noida. A structured questionnaire will be circulated to the faculties for data collection.

Table 5: Sample Frame

Place	**Selected Universities**	**Number of Faculties to be Selected**
Noida	Amity University	(2068/3872) *282 = 151
Greater Noida	Sharda University	(1200/3872) *282 = 87
Mathura	GLA University	(604/3872) *282 = 44
	Total Number of Faculty Member	**282**

Source: Computation based on percentage proportion method

5.4.9 Implications of the Study

This study will be helpful in upgrading the academic performance and ranking of universities at national and international levels. Talent management will be as beneficial for the administration of universities as it is to corporates. This study will be helpful in assessing the impact of talent management on the organisational performance of universities as well as the impact of adoption and practice of talent

attraction, talent development, and talent retention on the overall performance of universities. This study will also help in identifying the right talent in universities, developing and retaining that talent. In this way, Organisational development will be encouraged by managing the existing talents in higher education. Thus, expenditure in talent management practices will be treated as an investment by the universities and not as an expenditure. The practice and implementation of talent management will improve the efficiency of teaching staff in universities, thereby paving the way for the success of the organisation.

6.1 Chapterisation

The structure of the proposed research will be as follows:

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Research Methodology

Chapter 4: Analysis and Results

Chapter 5: Conclusions and Directions for Future Research

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Appendix.1 Literature Review Synthesized Matrix

SN	Author	Talent Attraction	Talent Development	Talent Retention	Talent Management	Organisational Performance
1	Abubakar,2018					✓
2	Agrawal,2010				✓	✓
3	Almatrooshi, (2016)					✓
4	Armstrongs,2014	✓			✓	
5	Ashton,2005			✓	✓	
6	Baporikar,2019				✓	
7	Divekar, 2020				✓	
8	Edwards,2008				✓	✓
9	French,1986					✓
10	Gallardo,2013				✓	
11	Hafez,2017	✓			✓	
12	Huselid,2005				✓	✓
13	Iles,2010				✓	
14	Kalia,2019					✓
15	Khakwani,2011		✓			✓
16	Londhe,2016	✓	✓	✓		
17	Mabaso, 2016	✓				✓
18	Menon,2015				✓	
19	Michaels, 2001	✓	✓	✓	✓	
20	Mohammed A.,2015			✓	✓	✓
21	Mohammed,2018	✓	✓	✓	✓	
22	O'Connor,2020					✓
23	Ogunleye,2016					✓
24	Pascal,2004	✓	✓	✓	✓	
25	Rabbi,2015	✓	✓	✓	✓	
26	Rana, 2017				✓	
27	Rao,2017	✓	✓	✓	✓	
28	Rohana, 2017					✓
29	Roy,2017				✓	✓
30	Rudhumbu,2014	✓			✓	
31	Savarimuthu,2018	✓	✓	✓	✓	
32	Shah,2021	✓	✓	✓	✓	✓
33	Sharma,2019	✓	✓		✓	
34	Sloan,2003		✓		✓	
35	Stahl,2012	✓	✓	✓	✓	
36	Touama, 2014					✓
37	Younas,2020		✓	✓	✓	